

Annual Education Report – Goodwillie Environmental School

February 7, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Goodwillie Environmental School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me for assistance.

The AER is available for you to review electronically by visiting the following this [link](#), or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2018-2019. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

For more than two decades now, Goodwillie Environmental School has welcomed fifth and sixth-grade students to learn in a unique setting that centers on integrating environmental education into our district's curriculum. Staff and students alike relish the opportunity to make meaningful connections between traditional academic learning standards and the natural classroom on this property.

According to our most recent M-STEP data from the 2020-2021 school year, fifth-grade students performed above district and state averages in both Science and English. While Math scores continue to reflect significantly higher proficiency relative to other schools in the county and state, there is a deficit relative to schools within our own district. As a result, Goodwillie staff will work with colleagues throughout Forest Hills to identify specific mathematics strategies that may be applicable to this specialized educational setting. NWEA MAP data will also be used to target learning standards for students as we aspire to help every learner at Goodwillie reach their individual potential.

As a point of pride for Goodwillie, feedback from the district's Family Climate and Culture survey showed that this school earned the highest overall score for both *level of academic challenge* and *social and emotional support*. This survey also placed Goodwillie in the top two for the overall level of student engagement with academics. The commitment from staff members and families has helped the Goodwillie community navigate some of the most challenging circumstances while continuing to provide an unparalleled educational experience.

State law requires that we also report additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

Students are assigned to the school in their attendance area where they live. As part of state law, the district participates in the Schools of Choice (SOC) program for non-resident families. Students admitted to the district through SOC are assigned to various schools on a space-available basis.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Over the course of the past three years, teachers have worked to identify the most essential learning standards for students in each subject area. This focus is the result of a shift in education due to the pandemic and an effort to address the relative decline in mathematical proficiency on state-standardized assessments (M-STEP). Our data since the 2017-2018 academic year demonstrates fewer students are achieving “proficient” and “advanced” status in math. Similar data is reflected in the NWEA MAP results for sixth-grade students. Goodwillie staff members have implemented research-based instructional practices to support all students and targeted interventions for individual students. As a team, teachers at Goodwillie will continue to engage in the inquiry process to evaluate their impact on student achievement.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Forest Hills Public Schools offers K-4; K-6; 5-6; 6-8; 7-8; and 9-12 buildings. We have three specialized schools:

Ada Vista Spanish Immersion School (K-4) Ada Vista is a Spanish immersion school in which all students are taught the Forest Hills curriculum using Spanish as the medium for instruction. It is amazing the way the students learn to read, write, and speak in both Spanish and English. In kindergarten and first grade, children are spoken to only in Spanish and are taught to read and write in Spanish, too. In January of the first grade year, the students begin to speak only in Spanish during class time. In second grade students begin English language arts for 30 minutes; each subsequent year that time is increased by 15 minutes. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

Meadow Brook Mandarin Chinese Immersion School (K-4) Meadow Brook Elementary hosts a 50/50 model Mandarin Chinese immersion program where students learn half the core content (math, science and Mandarin literacy) in Mandarin with English language arts and social studies taught in English. From the vast amount of research available, we know students can acquire any language faster and more easily if we begin as early as possible. Students in the Mandarin Chinese immersion learn to speak, read, and write at scaffold levels in each subsequent grade. Teachers in all grades begin the school year with no English and encourage students to only use the target language in class. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

Goodwillie Environmental 5/6 School Since 2001, Goodwillie Environmental School has offered fifth and sixth grade students a model educational program based primarily on learning in the “living classroom,” the great outdoors. While this sounds easy on the surface, it is extremely difficult to adapt a challenging state mandated curriculum to meaningful and engaging lessons in nature. The awareness, dependency, and flexibility upon the weather are critical for weekly/daily planning. Phonology, Magic Spots, journaling, sketching, observing, writing, understanding, and of course, just enjoying nature is a special gift that these teachers are happy to share with their students.

STEM Academy (9-12) STEM is a four-year specialized program for high school students who are interested in pursuing post-secondary studies in Science, Technology, Engineering, and/or Mathematics. Students in the STEM academy undertake a capstone design project in their senior year. The academy is based in Northern High School and utilizes an interdisciplinary curriculum grounded in community-based partnerships.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL:

The Forest Hills Public Schools Core Curriculum is aligned with academic standards adopted by the Michigan Department of Education. Curriculum committees comprised of teachers and administrators, work to align and update content at the district level. Further information related to the FHPS curriculum, its development, and implementation, may be obtained by contacting the Forest Hills Public Schools Instruction Office.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

NWEA MAP Growth

Grade	School Year	Test Window	Average Reading Scale Score	Average Math Scale Score
5	2020-21	Fall	215.6	216.1
5	2020-21	Winter	218.4	222.9
5	2020-21	Spring	219.0	227.2
5	2021-22	Fall	220.1	223.8
5	2021-22	Winter	220.9	227.8
6	2020-21	Fall	222.8	222.3
6	2020-21	Winter	224.4	224.2
6	2020-21	Spring	223.5	229.3
6	2021-22	Fall	219.7	221.9
6	2021-22	Winter	222.0	223.8

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Semester	Number of Students	Percentage of Students
Fall 2019	104	100%
Spring 2020	NA*	NA*
Fall 2020	100	97%
Spring 2021	53	51%

*No conference data due to COVID-19

Staff members at Goodwillie are incredibly proud to offer a unique learning experience for all of our students. As we continue to strive for excellence in every respect, these efforts remain rooted in our district’s guiding principles. The Goodwillie community is far more of a family than traditional school. Past, present and future students are welcomed into this living classroom each year, which only continues to build on this foundation of caring, collaboration and inclusiveness.

Sincerely,

Jason Yelding
Principal